



SHELL POINT ELEMENTARY

81 Savannah Highway
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	419 Students	
Principal	Mary Ellen Parks	843-322-2800
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

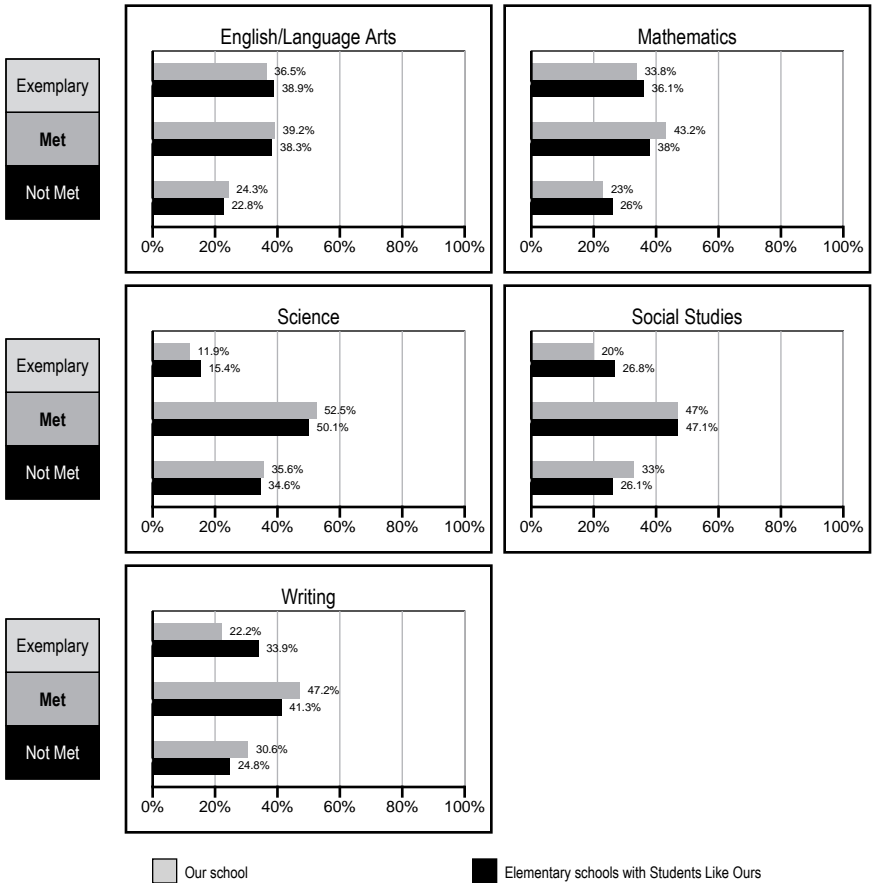
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	32	74	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=419)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.9%	1.2%	1.1%
Attendance rate	95.0%	Down from 95.8%	96.0%	96.2%
Served by gifted and talented program	10.6%	Up from 6.8%	12.8%	13.4%
With disabilities other than speech	2.1%	Down from 3.0%	4.9%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 1.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 62.5%	61.1%	62.5%
Continuing contract teachers	80.6%	Up from 78.1%	90.1%	88.2%
Teachers returning from previous year	86.5%	Up from 85.4%	88.2%	87.8%
Teacher attendance rate	93.7%	Down from 95.1%	95.0%	95.2%
Average teacher salary*	\$50,768	Up 2.4%	\$46,831	\$46,773
Professional development days/teacher	15.0 days	Up from 7.4 days	11.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.2 to 1	19.6 to 1	19.9 to 1
Prime instructional time	86.2%	Down from 89.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,146	Up 9.6%	\$7,423	\$7,447
Percent of expenditures for instruction**	66.3%	No Change	67.7%	68.4%
Percent of expenditures for teacher salaries**	61.1%	Down from 65.1%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Shell Point Elementary had an unexpectedly challenging school year. Our student population has changed as a result of rezoning and becoming a Title I School of Choice for two other schools. The economy also took a toll on our school community, raising the poverty level. In addition to adjusting instruction to meet the needs of these new students, the school district began debate around the possible closing of Shell Point Elementary for the 2011 school year. This plan included consolidating schools in an effort to cut budget costs. All of these events had a less than positive influence on the students, staff and parents. While this is understandable, we persevered and were able to weather the storm. That said, although our school will open for the 2011-2012 school year, it is not certain that next year won't be our last. We are hopefully optimistic that we will continue for years to come.

Our School Improvement Council joined with the Parent Teacher Organization and found their voices! They became strategically involved throughout the year as the Board of Education debated the school's future. People who had never expressed an interest in politics spoke up in an effort to keep the school open. This was truly a learning experience for everyone involved and the SIC became the council it was intended to be. We completed the first year of a language program called KITE-LL (Kids Interacting Through Early Language Learning). Third, fourth and fifth grade students were taught three science and social studies units entirely in Spanish. Daily lessons and videos supported students and teachers learning through singing, signing and stories. Based on the students' reactions, it has been a big hit!

A highlight of the year was becoming a Learning Expedition School, supported by the Low Country Institute and Clemson University. All grade levels participated in field trips that focused on interdisciplinary standards. The younger children focused on learning more about their neighborhoods, community resources and the topography of South Carolina. The older children's horizons were broadened as they explored Charleston, Camp Sewee, a three day overnight trip, and the aircraft carrier, The Yorktown. We are partnered with a sister elementary school and look forward to the middle school in our cluster joining us next year as we continue with our Expeditions. We live in such a wonderfully historic and unique area that telling the children stories about the ecosystems, habitats and wildlife, culture and history of the region through real-time, real-life experiences is powerful indeed!

As John Lubbock said, "Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books."

Mary Ellen Parks, Principal

Lisa Kindwall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	37	30
Percent satisfied with learning environment	90.5%	73.0%	83.3%
Percent satisfied with social and physical environment	95.5%	70.3%	89.7%
Percent satisfied with school-home relations	81.0%	73.0%	86.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	162	96.9	21.7	40.6	37.8	87.4	83.3	82.4	Yes	Yes
Gender										
Male	76	94.7	31.7	38.1	30.2	82.5	80.1	78.7	N/A	N/A
Female	86	98.8	13.8	42.5	43.8	91.3	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	67	95.5	12.1	36.2	51.7	94.8	93.3	88.9	Yes	Yes
African American	68	97.1	32.8	45.9	21.3	80.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	24	100	14.3	42.9	42.9	90.5	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
Disability Status										
Disabled	16	68.8	I/S	I/S	I/S	I/S	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	28.6	35.7	35.7	78.6	76.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	96.4	28	41	31	83	75.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	162	100	23	43.2	33.8	85.1	83.2	81.9	Yes	Yes
Gender										
Male	76	100	22.4	49.3	28.4	86.6	81.6	79.9	N/A	N/A
Female	86	100	23.5	38.3	38.3	84	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	67	100	18	31.1	50.8	85.2	93.2	88.9	Yes	Yes
African American	68	100	28.6	55.6	15.9	85.7	70.6	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	24	100	19	47.6	33.3	85.7	81.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
Disability Status										
Disabled	16	100	66.7	13.3	20	60	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	35.7	35.7	28.6	71.4	80	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	111	100	26.9	46.2	26.9	83.7	75.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	109	97.3	33.7	54.1	12.2	66.3	67.8	68.6
Gender								
Male	51	98	39.1	50	10.9	60.9	68.4	68.3
Female	58	96.6	28.8	57.7	13.5	71.2	67.3	68.9
Racial/Ethnic Group								
White	44	95.5	17.9	61.5	20.5	82.1	85.5	80.7
African American	47	97.9	48.8	46.5	4.7	51.2	49.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	15	100	30.8	61.5	7.7	69.2	56.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	31.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	73	97.3	39.4	54.5	6.1	60.6	55.2	57.3

Social Studies								
All Students	111	98.2	31.6	48	20.4	68.4	71.9	72.5
Gender								
Male	51	98	27.9	51.2	20.9	72.1	72	72
Female	60	98.3	34.5	45.5	20	65.5	71.8	73.1
Racial/Ethnic Group								
White	45	97.8	28.9	47.4	23.7	71.1	85	81
African American	50	98	37	47.8	15.2	63	57.1	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.5	89
Hispanic	16	100	21.4	50	28.6	78.6	65.7	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	86.7	73.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	82	97.6	31.6	48.7	19.7	68.4	61.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	38	94.7	30.6	47.2	22.2	69.4	73.8	73.2	95	96.5
Gender										
Male	18	94.4	35.3	35.3	29.4	64.7	67.9	67.2	94.6	96.5
Female	20	95	26.3	57.9	15.8	73.7	79.9	79.4	95.5	96.6
Racial/Ethnic Group										
White	14	100	28.6	50	21.4	71.4	87.4	81.5	94.4	96.3
African American	19	94.7	33.3	50	16.7	66.7	59.1	61.3	95.5	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	87	92.8	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	66.7	95.6	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	91.9	95.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.5	26	93.3	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	80.9	97.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.1	65.7	95.1	96.7
Socio-Economic Status										
Subsidized meals	24	100	41.7	45.8	12.5	58.3	62.7	63.2	94.9	96.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	53	96.2	17	23.4	59.6	83
	4	38	100	22.2	61.1	16.7	77.8
	5	59	100	29.4	49	21.6	70.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	66	95.5	17.9	21.4	60.7	82.1
	4	58	96.6	21.6	52.9	25.5	78.4
	5	38	100	27.8	52.8	19.4	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	53	100	14.9	42.6	42.6	85.1
	4	38	100	22.2	55.6	22.2	77.8
	5	59	100	41.2	45.1	13.7	58.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	66	100	22	30.5	47.5	78
	4	58	100	13.2	56.6	30.2	86.8
	5	38	100	38.9	44.4	16.7	61.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	26	100	25	54.2	20.8	75
	4	38	100	41.7	55.6	2.8	58.3
	5	29	100	41.7	54.2	4.2	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	32	100	23.3	50	26.7	76.7
	4	58	100	39.6	54.7	5.7	60.4
	5	19	84.2	33.3	60	6.7	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	27	100	29.2	54.2	16.7	70.8
	4	38	100	25	52.8	22.2	75
	5	30	100	29.6	63	7.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	34	100	24.1	34.5	41.4	75.9
	4	58	100	26.4	58.5	15.1	73.6
	5	19	89.5	N/AV	N/AV	N/AV	37.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	52	100	43.8	27.1	29.2	56.3
	4	40	100	31.6	52.6	15.8	68.4
	5	60	98.3	41.2	39.2	19.6	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	38	94.7	30.6	47.2	22.2	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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